

velopment has been phenomenal in recent years. Recently, therefore, the history of education has been minimized as an essential course for the training of teachers, even to the point where—once generally required—it became elective in many training schools or indeed was dropped. This criticism and neglect of the subject was not due to the subject itself, for no thoroly trained teacher believes that the sense of values, of perspective, and of the development of modern purposes and ideals is insignificant; it was due rather to inadequate teaching done and to inadequate texts, which placed the emphasis upon our worn or untried philosophies and theories of education rather than upon the educational activities of the race. The attention to facts, rather than tendencies and principles, made the subject first of all distasteful to many students, and those in charge of teacher-training doubted whether the subject possessed definite value for the student. Cubberley's books reverse this emphasis, and are certain to revive the course in our normal schools and teachers colleges, for they show that practical value can be gotten from the subject and that the teacher of the history of education who uses them can hardly do his work ineffectively.

W. J. GIFFORD

VIII

RECENT BOOKS THAT SHOULD INTEREST TEACHERS

DIETETICS FOR HIGH SCHOOLS, by Florence Willard and Lucy H. Gillett. New York: The Macmillan Company. 1920. 201 pages.

The purpose of this book is to teach to high school boys and girls the principles of nutrition and their application. Special emphasis is put on food values, economical buying, and the importance of good food-habits.

The problems presented are in the form of practical exercises, and center around the "Irving family," which consists of father, mother, baby one year old, three boys,—aged three, seven, and sixteen years—and two girls of ten and sixteen years. Daily meal plans are worked out to meet the needs of each member of the family and of the family as a whole. The teacher has ample opportunity to go a step farther and carry this over into the home.

The book is scientific, accurate, and up to date.

The following illustrate some of the practical problems:

To criticise and reconstruct specified meals.

To select a luncheon from a school menu.

To plan and prepare a home luncheon.

To plan and prepare, for a boy, a day's meals with a pint of milk concealed in cooked food.

P. P. M.

SOCIALIZING THE CHILD: A Guide to the Teaching of History in the Primary Grades, by Sarah A. Dynes. Boston: Silver, Burdett and Co. 1916. 302 pages. (\$1.72).

How to adapt history material to the needs of the primary child is a problem that is being worked out through observation and experimentation by able teachers, and they are beginning to look more closely to history, sociology, psychology, and ethics for help in the undertaking.

This book treats very concretely the social education of children in the primary grades. Special emphasis is placed upon ways and means of enlarging the child's experience through the development of the historic sense. This is done through working out the problems of food, clothing, shelter, bearing burdens, celebrating holidays, etc. Concrete illustrations, outlines, and cuts for work in the first, second and third grades are given here. The work has been planned in a very systematic and well organized way. It is written so that it is adaptable to both city and rural schools. It should prove suggestive, instructive and stimulating to all teachers of primary grades.

L. B. B.

THE SKYLINE IN ENGLISH LITERATURE, by Lewis Worthington Smith and Esse V. Hathaway. New York: D. Appleton and Co. 1920. 257 pages.

One is disappointed that this book does not measure up to the promise of its title; for as the authors say in their preface, "England has gone forward steadily in the development of religious, political, civil, social, and intellectual freedom," and a running story which silhouettes the upstanding structures of English literature is a book that young students need.

Both title and preface imply that the authors aim to focus the high school student's attention on the various epochs of expansion, territorial and intellectual, by presenting the highwater mark of achievement in literature; but, to the present writer at least, the book too often fails in this purpose by following in too close detail the outlines of men and books so common to all histories of English literature. In place of the bold-face headings and block arrangement of type characteristic of textbooks, it is true one finds here a run-

ning story, but it is too liberally sprinkled with the names of books in italics.

Perhaps, however, it is the authors' intention to present names and dates in the guise of a sugar-coated pill. The book is quite readable, and contains excellent illustrations. The chapter on "The World Expansion" is particularly good.

C. T. L.

EFFECTIVE ENGLISH EXPRESSION, by Edward Harlan Webster. New York: Newson and Company. 1920. 323 pages.

The strength of this book, as its name implies, lies in the fact that it forces the pupil to look always to the effect to be produced by his theme, his letter, his paragraph, his talk. The inevitable "first thing" in the suggestive assignments is that the pupil himself shall decide on a definite purpose and state it. Then he is led along to work out a plan for achieving this as best he can by choosing material that is effective and by resolutely leaving out what is ineffective. Both in the textbook and in the accompanying Teachers' Manual the author makes very concrete these first principles of writing by keeping in mind the likeness between organizing a theme and furnishing a room which is to convey a single impression—the old-fashioned room, the red room, the *sporty* room. "Project" is written large over the book, though one is not nagged with the word.

Half the space is given to cultivating the power to speak. There are brief chapters on parliamentary procedure and after-dinner speeches.

For drills in grammar, choice of words, etc., there are abundant exercises with blanks to be filled—so convenient for quick and definite testing. The author wisely urges that the pupil form the habit of reading aloud any passage which is to be corrected or punctuated.

The suggestions as to the psychology of business letters are shrewd, but it seems a decided step backward to display end-line punctuation in the address, both outside and inside.

Though there are some choice tidbits for stimulating taste for word-derivation, the book has throughout an unmistakable commercial flavor and smacks strongly of salesmanship and advertising generally.

E. P. C.

ENGLISH LITERATURE, by John Louis Haney. New York: Harcourt, Brace and Howe. 1920. 452 pages. (\$1.60).

Thinking to find only one more conventional history of English literature, the reviewer opens this book to be caught immediately by its charming illustrations, generally of small proportions but clear and distinct. Neatness, proportion, and balance characterize the mechanics of the book.

Its contents are no less pleasing. Dr. Haney's twenty years' experience in teaching high school pupils has guided him in his choice of details and in his manner of presenting them. Speaking of Barrie he says: "Grown-ups who have never seen *Peter Pan* should borrow a child, if necessary, and take the youngster to see the wonderful land of make-believe." *Treasure Island* is "a glorified 'dime novel'." "Literature was a mere trade to Southey. . . . His complete works would fill over a hundred volumes." Ruskin was "coddled and supervised by his parents well into middle life. . . . His fondness for unusual and misleading titles has undoubtedly curtailed the circle of his readers. . . . No one expects a book called *Sesame and Lilies* to be about the advantages of reading. . . . Misguided farmers who bought *Notes on the Construction of Sheep Folds* were justified in their disgust to find that it is a book advocating reform in Church government and has nothing to do with four-legged sheep."

Give high school students the opportunity to use this textbook and watch their enthusiasm grow.

C. T. L.

ENGLISH PROBLEMS IN THE SOLVING, by Sarah E. Simons. Chicago: Scott, Foresman and Co. 239 pages.

An extensive bibliography based primarily on professional articles appearing in *The English Journal*, *The English Leaflet*, and the *Bulletin* of the Illinois Association of Teachers of English, gives its chief value to this book, which had its inception in a course of lectures at Johns Hopkins University in the summer sessions of 1918 and 1919. Miss Simons has made liberal use of the assistance of two teachers under her supervision in the Central High School, Washington, D. C., the extent of which might well have been indicated in the table of contents. One is never sure, from the topical arrangement of the text, just how much Miss Sleman and Miss McCalm are responsible for.

A weakness of the book lies in its very indefinite treatment of the measurement of quality in composition. The book's special usefulness to teachers of English and to prospective teachers lies in its similarity to a syllabus, outlining in a general way the problems that present themselves and indicating where discussion of these problems is to be found. It is not a book of carefully weighed conclusions; probably was not intended to be.

C. T. L.

NERVOUS CHILDREN, by Beverley R. Tucker, M. D. Boston: Richard G. Badger. 147 pages.

This is a popular treatment of the management and treatment of nervousness in children, intended not only for the physician and intelligent nurse, but also for the mother and the teacher. Its object is to give an un-

derstanding of the fundamental principles underlying the rearing of children from a standpoint of their nervous and psychic development, so that their knowledge and judgment will lead them not only to understand the child, but to train it to avoid the neuro-psychopathic pitfalls which are found everywhere in its path. The book is, in substance, a plea for the prevention of neurotic development by the application of common sense.

A. L. J.

TEACHING MANUAL AND INDUSTRIAL ARTS, by Ira S. Griffith. Peoria, Illinois: The Manual Arts Press. 1920. 230 pages. (\$2.00).

This book is intended as a text for use in normal schools and colleges. Its primary aim is to assist in the making of necessary connections between the more general courses in educational psychology and theory of teaching and the special work of practice teaching in manual and industrial arts.

While the discussions of the text largely presuppose a knowledge of psychology as a prerequisite, mature students and experienced teachers of the manual or industrial arts who have had no psychology may be expected to pursue the reading of the text successfully by devoting somewhat more time and attention to the reference readings suggested at the close of each chapter. Some experience with manual or industrial arts subject-matter is necessary for an appropriate appreciation of the discussions of the text.

This book is the latest work Professor Ira S. Griffith, now of the University of Wisconsin, has written. He is the author of the well-known series of books on wood-working and manual training. He is looked to as one of the foremost authorities in the field, and his latest book is already recognized as the best treatment of psychology on the subject.

F. I. M.

STENCILING, by Adelaide Mickel. Peoria, Illinois: The Manual Arts Press. 1920. 62 pages. (85 cents).

This book is of invaluable assistance in acquiring the technic of stenciling in several mediums upon various surfaces. Detailed descriptions are given of the materials and equipment used; also of the various processes employed in using the different mediums for stenciling, together with many excellent drawings and photographs of stenciled objects, suitable for home and school work. It includes selected problems appropriate for the different grades in the elementary school and in the high school.

The designs illustrated include many attractive bags, table runners, cushion covers, collars, draperies and table mats, as well as many simpler problems for little folks in the elementary grades.

F. I. M.

PASTORAL AND AGRICULTURAL BOTANY, by John H. Harshberger, Ph. D. Philadelphia: P. Blakiston's Son and Co. 1920. 294 pages. (\$2.00).

This is a very unusual book especially adapted to the use of veterinary students. Its chief emphasis is placed on the study of poisonous plants. These are well illustrated, described, and discussed with special reference to their phytotoxins and antitoxins. The general discussion of plant poisons is very good as is the treatment of the many common poisonous plants among which are certain mushrooms, silage, lady slipper, larkspur, wild cherry, loco weed, poison ivy, hemlock, and other plants.

About half the book is given to the treatment of forage plants, cereals, legumes, gain and loss of nitrogen, weeds, and seed testing. This phase of the book appears to me to have been added to round out an economic botany, and I should prefer Hunt's *Forage and Fiber Crops*. As a reference book of poisonous plants, however, it should be in the hands of every teacher of botany, for most of them are rather poorly informed on this topic. The subject matter is very technical and the laboratory work is rather elementary.

G. W. C., JR.

IX

SCHOOL ACTIVITIES

It is doubtful if any event of the past month has been more fraught with interest than the Junior-Senior basketball game, or rather games—Basketball for there was both a tying and untying! "Junior-Senior Week" was this year limited by common consent to the three days preceding the game on January 22, and the decorating was confined to the gymnasium.

But what a mass of color was there! Seniors and those of their sister-class, the Degree class, were dressed in green and white; Juniors and Postgraduates in orange and black. Before the game the Juniors snake-danced, and the Seniors followed suit between halves. At the end of the contest it was hard to know what to do, for a cog had slipped somewhere and the victory which each class had expected was tied in a not. (If you see a pun, blame the proofreader!)